

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Karen Daugherty

Official School Name: Rose Tree Elementary School

School Mailing Address: 1101 First Ave
Media, PA 19063-1206

County: Delaware State School Code Number: 1937

Telephone: (610) 627-7201 E-mail: kdaugher@rtmsd.org

Fax: (610) 566-5087 Web URL: http://www.rtmsd.org/rosetreeelementary/site/default.asp

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Denise Kerr Superintendent e-mail: dkerr@rtmsd.org

District Name: Rose Tree Media District Phone: (610) 627-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Linda Fox

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
(per district designation) 1 Middle/Junior high schools
2 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 19373

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	24	17	41		7	0	0	0
1	14	29	43		8	0	0	0
2	30	27	57		9	0	0	0
3	32	23	55		10	0	0	0
4	25	34	59		11	0	0	0
5	30	29	59		12	0	0	0
Total in Applying School:								314

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
5 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	8
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2009	300
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 6%
Total number of limited English proficient students in the school: 19
Number of languages represented, not including English: 11
Specify languages:

Turkish, Norwegian, Hindi, Russian, Mandarin Chinese, Ukrainian, Albanian, Italian, Farsi, German, Korean.

9. Percent of students eligible for free/reduced-priced meals: 7%
 Total number of students who qualify: 23

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%
 Total number of students served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>9</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>11</u>	<u>5</u>
Total number	<u>38</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	98%	98%	98%	98%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	0%	15%	15%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In 2006-2007 our district's Superintendent reorganized professional staff across the district to align with the new redistricting configuration. In 2007-2008, she made adjustments in staffing assignments.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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“Over the years, as my children progressed through Rose Tree Elementary School, I realized they were being surrounded by warmth, laughter, smiles and support from all the people they met – custodians, students, volunteers, office staff, teachers and the principal. What a great way to start your path of life-long learning!” said Karen Potts, Rose Tree parent.

Rose Tree Elementary School (RTES), established in 1950, serves 319 students in grades K-5. It is one of four elementary schools in the Rose Tree Media School District. Our school is situated in a suburb of Philadelphia; our parents are well-educated and value education. We are a community school and many of our students walk to Rose Tree each day. Our students are academically diverse, and we are growing more culturally diverse each year.

When visitors enter our school, they see flags representing all of our families’ countries of origins hanging proudly in our hallways. While we are small, our population includes students from thirteen different countries, many of whom are English Language Learners.

A visitor will also notice our Mission Statement displayed prominently: "Rose Tree Elementary is a safe, nurturing, student-centered community. A rigorous curriculum is provided in a supportive, respectful and collaborative setting. We build strong foundational skills for academic, social, emotional and physical growth. We partner in education with families to celebrate diversity, foster life-long learning and develop responsible, global citizens." This statement was a result of on-going collaboration by parents, students, faculty, staff, administration and community members over a period of six months. It is much more than just a plaque on a wall: it is a way of life for the Rose Tree community.

Our commitment to integrity and achievement begins with morning announcements. Each day starts with an inspirational message from Project Wisdom and one of Larry Bell’s 12 Powerful Words. These two programs enhance our No Place for Hate school and help us to develop our character traits program. Our announcer chants “Huskies to Howl About! Huskies to Howls About!” to call attention to the children and adults whose behaviors exemplify the social responsibility all Rose Tree Huskies are taught. Students and staff alike hope to hear themselves named as someone to howl about! School-wide monthly character traits such as respect, responsibility, and compassion are taught, reinforced, and acknowledged each month in our awards assemblies. These are just a few highlights of how our pro-social environment is woven into our daily routines, classrooms and culture. As a school community we encourage each student to make a difference and be someone who cares.

Our strengths and accomplishments include a commitment to high academic standards while educating the whole child. At Rose Tree there is a serious focus on learning, effort and particularly on each child achieving his or her personal best. We emphasize assessing, diagnosing and monitoring academic progress from day one, and over the past five years our students have reached increasingly higher levels on assessments such as PSSA (Pennsylvania State System of School Assessment), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and MAP (Measures of Academic Progress).

However, it takes more than great academics and test scores to make a great school. The tremendous support of our PTG (Parent-Teacher Group), community, and local partnerships allows us to serve and give back to our community and beyond. Throughout the year, students engage in a multitude of service activities, including collecting items like food, mittens, gifts and money for the underprivileged; sending cards and toiletries to military personnel stationed overseas; participating in a day of service on Martin Luther King, Jr. Day; and contributing to a variety of collections for global crises. Activities such as Strawberry Festival, Winter Carnival, movie night, monthly family night, Relay for Life, and Field Day also build partnerships among our Rose Tree families and the surrounding communities.

At Rose Tree Elementary our greatest strength is our dedicated staff. Everyone has a vested interest in the growth of each child: not just the teachers and administrators, but also the maintenance staff, support staff, and volunteers. We realize the enormous impact that each interaction has upon a child. Our strengths and accomplishments include a commitment both to high academic standards and to the social and emotional nurturing of our students. Our strong community of School Board members, administrators, teachers, students and parents share this common vision. We are a school of caring, thoughtful and reflective learners, with leaders invested in the success of our students. Our experienced and dedicated staff, our meaningful traditions, our high academic and behavioral expectations, our focus on the whole child, and our collaborative community relationships: all of these have made Rose Tree Elementary the exemplary school it is today, and make us worthy of Blue Ribbon Status.

1. Assessment Results:

At Rose Tree, we monitor student achievement through a variety of summative and formative assessments. One way we ensure the goal of developing individual maximum potential is by participating in the PSSA, a standards-based criterion-referenced assessment used to measure a student's performance in relationship to the Pennsylvania academic standards for reading, math, science and writing. Students' results are grouped into four categories based on their test results. These categories include Advanced, Proficient, Basic and Below Basic. For further information go to [http://www.state.pa.us/portal/server.pt/community/pennsylvania_system_of_school_assessment_\(pssa\)/8757](http://www.state.pa.us/portal/server.pt/community/pennsylvania_system_of_school_assessment_(pssa)/8757)

During the past five years we have gone from being a good school to being exemplary. For example, in 2006, our fifth grade students went from being ranked 221st in reading out of approximately 1650 elementary schools within the state, to being ranked 5th in 2010. In mathematics our fifth grade moved from a ranking of 605th to 34th and in writing we saw tremendous gains as they moved from a ranking of 1043rd to 1st in the state! Our fourth grade has had impressive gains as well. In reading they moved from a ranking of 677th to 35th while in mathematics the ranking went from 655th to 265th. In the area of science, which our state began assessing in 2008, our fourth grade moved up from an initial ranking of 93rd to 3rd in just three years. Our third grade students had some equally impressive gains during the past five years as well. In reading their ranking went from 106th to 43rd and in mathematics they moved up from 451st to 4th in the state.

Based on our exceptional PSSA results, Rose Tree has achieved Adequate Yearly Progress (AYP) every year since its inception, and we are most proud of the fact that our state data demonstrates our significant increase from a 2006 school-wide average of 82% Proficient or Advanced in reading, to a current level of 97% and an increase from 85% Proficient or Advanced in mathematics, to a 2010 average of 96%. We have also achieved 100% Proficient and Advanced status in both science and writing for 2010. Although we do not have subgroups in our grade levels, within the school we have been able to effect a truly remarkable change in the performance of our students with Individualized Education Plans (IEP). In 2006 of the 28 students with IEPs tested across grades 3-5, only 46% were rated as advanced or proficient in reading and math. By 2010 our 17 IEP students were 82% proficient or advanced in math and 88% proficient or advanced in reading. We are continuing the use of an inclusive model with targeted accelerated growth strategies to close the achievement gap. We also systematically identify trends, strengths and weaknesses, and formulate remediation plans for individual students.

Additional assessments, not mandated by the state, are utilized throughout the school year to determine instructional goals. Before our kindergarten students arrive for the first day of school, we have already conducted a "Kindergarten Round Up" in which we assess these young learners in five areas of functioning: math readiness, pre-literacy skills, social skills, language abilities and physical/motor development. This information allows us to differentiate instruction on their first day of kindergarten.

We conduct data conferences six times a year to ensure that every student is on a trajectory of success. Periodically the DIBELS assessment is administered to students in grades K-3, and targeted students in grades 4-5. Identified students are then progress monitored. We administer the DRA-2 (Developmental Reading Assessment) twice a year for students in grades one through five, allowing classroom teachers to pinpoint the instructional needs and strengths of their students.

Administering MAP, a computer-based assessment, two to three times a year for students in grades 2-5 allows teachers to target instruction so that each student achieves one year's growth over the course of one school year. Our data reveals significant progress in this area. For example, our second grade students have moved from 48% achieving their target growth in reading to 72% achieving it in 2010. In mathematics they have gone from 32% achieving their target growth to 76% achieving it in 2010. This is

typical of the growth seen across all cohorts.

2. Using Assessment Results:

At RTES, we believe that much of our success can be attributed to data-driven instruction. Here at Rose Tree we don't just collect data for the sake of collecting data. Its purpose is to drive and enhance our instruction in order to maximize student achievement.

Five years ago we began systematic data conferencing. We have refined the process so that six times during the school year each teacher meets with the principal and educational team to discuss every student within his or her class. Our pyramid of intervention helps us determine what to do when children aren't achieving as expected. Our district's commitment to supporting student achievement enabled the use of Core Extension time: a fifty-minute segment in the student day when no new instruction occurs. During this time students receive enrichment or remediation in language arts or math, depending upon their needs. Literacy and math achievement are progress monitored to examine students' continuing growth. This year we added before- and after-school tutoring for students whose data indicates they have intensive needs in either math or language arts.

All assessment data is analyzed to determine overall and individual strengths, weaknesses and trends. Areas of concern are identified. At the building level, data is utilized to determine resource allocation for both materials and personnel. Our reading specialist and certified teachers who are serving as paraprofessionals deliver direct instruction on concepts or skills as directed by the classroom teacher. We utilize a push-in model and provide an inclusive environment which has enhanced the success of our students with special needs and contributed to the increased achievement for all of our students. Children scoring above grade-level on reading assessments are enriched at their independent reading level with our 100 Book Challenge program. Flexible, fluid, and small guided reading groups target all students' individual instructional needs. We use technology to its fullest extent to pinpoint target areas for instruction, enrichment and remediation with programs such as KidBiz3000, Compass Learning and Pearson Success Tracker. Our district aligns and uploads each individual child's MAP results to his or her learning portfolio so that the student can access a tutorial program with activities matched to specific needs. We engage in a cycle of analyzing data, designing action plans, implementing those plans, monitoring the growth of each child, and revising the plans, if necessary, to maximize each student's success.

3. Communicating Assessment Results:

Rose Tree Elementary makes an extensive effort to communicate student performance to the community, parents, and students themselves. First and foremost, student achievement and assessment results are communicated among school administration and faculty which supports our belief that all staff are responsible for the success of every student.

Assessment results are communicated to our community through district and school websites, as well as the district's cable-access channel and regional and local newspapers such as The Philadelphia Inquirer and Daily Times.

One of the many ways Rose Tree Elementary's assessment results are shared with parents is through standards-based progress reports, which are issued each trimester. Additionally, interim reports are sent home with students who are struggling in a certain subject area so parents are aware and can support their child in that subject prior to the end of a marking period. Parent-teacher conferences are scheduled for each child during the fall and winter, with 98% of our families participating. Along with daytime appointments, two full nights of conferences are available to accommodate our dual working parent population. English-language interpreters are available when needed. Our Gifted Support teacher, English for Speakers of Other Languages (ESOL) teacher, Learning Support teachers, Reading Specialist and/or Instructional Support teacher may attend the conference with the parent(s) and classroom teacher. This

ensures that parents and all school personnel have the opportunity to benefit from each other's perspectives and insights. At these parent-teacher conferences, results of benchmark tests and state tests are shared, in addition to classroom assessments, checklists, and rubrics that provide specific feedback for students and families. When an IEP, 504 or Behavior Improvement Plan is deemed necessary based on data, parents are part of the team that develops and implements the child's plan. Data is explained to parents and used to create appropriate strategies for ensuring the success of all our students.

It is common practice for teachers to provide formative, non-judgmental feedback in their daily interactions with students. Assessment results are communicated to students through graded tests, projects and one-on-one conferences. Monthly building-wide student Award Assemblies recognize individual student successes and encourage students to set individual goals. Students record and graph their own progress in mathematics and reading fluency. Test folders are sent home routinely. Daily agenda books and our Homework Hotline keep both students and parents informed of homework and projects. Teacher-created websites share information and expectations with students and families.

4. Sharing Lessons Learned:

We are truly proud of the history of success here at Rose Tree Elementary School, and take many opportunities to share our successes at the district, community, state and national levels. Our first point of contact when sharing good news is our superintendent's office. We have enjoyed meaningful support from our superintendent, Dr. Denise Kerr, and our Elementary Director of Teaching and Learning, Dr. Angela Gilbert, in spreading the word about Rose Tree's significant accomplishments.

Since 2008, our district has partnered with Arcadia University's Inclusion Institute to increase our ability to educate students with special needs within the regular education classroom. Our team is supported as we further develop an environment where all our students can learn and feel valued in their classroom and school community. Teachers share best practices and new ideas at our bimonthly faculty meetings. They engage in peer coaching for successful strategies, and we have an extensive mentoring program to support new teachers.

During monthly E-Team (Elementary Team) meetings, as well as District Administration meetings, principals and administration share best practices. At these meetings, participants exchange strategies that are successful in positively impacting student achievement. Monthly Board reports from teachers keep our School Board informed of our accomplishments. Students from Rose Tree have presented to our Board of Education. Thirty of our fifth grade students in 2010 became published authors through the Delaware County Reading Association.

As a professional development school, we help to prepare future educators from Temple University, St. Joseph's University, Neumann University, Widener University, West Chester University, and Delaware County Community College. We have an open-door policy for other educators to come and see our school's effective practices and initiatives. Staff members have shared their expertise professionally at county, state, national and international forums, including conferences sponsored by International Phi Delta Kappa, the National Association of Elementary Principals, Learning Forward, the Pennsylvania Art Education Association, and the National Science Teachers Association. As a result of these presentations we have hosted delegations of teachers and administrators from several states as they look to learn about our instructional practices.

1. Curriculum:

Through collaborative planning and the use of engaging, differentiated instruction, Rose Tree staff ensures the academic success of all its students. Our School Board mandates that curriculum be research-based and aligned to the Pennsylvania State Standards. Our District strategically plans to review curriculum on a cyclical basis in order to remain current and maintain high standards. This curriculum provides for scaffolding of skills within the framework of a defined scope and sequence. The hallmark of our teaching is instruction aligned to state standards, with teachers utilizing rigorous standards-based assessments.

The Rose Tree staff educates the whole child, celebrating each child's diversity and tailoring an educational program designed to meet students' individual needs. Research-based instructional practices are demonstrated through the continuity of instructional delivery such as explicit, direct instruction to gradual release, flexible grouping, guided practice, and shared vocabulary. Teachers begin their planning by asking: "Who gets?; How much?; Of what?; When?; and Who will deliver it?" Children thrive as well-established routines provide structure, familiarity, and smooth grade-level transitions. Our passionate, dedicated staff is adamant that all students are successful.

Rose Tree Elementary uses a comprehensive literacy approach to our reading curriculum. Using best practices, we embrace the five major components: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension strategies as integral elements of our literacy instruction.

Our writing curriculum is currently in a pilot year with the Units of Study for Teaching Writing by Lucy Caulkins. Organized with a spiral curriculum, six sequential units assist faculty in teaching narrative and expository writing. We now implement writer's workshop daily, enabling us to teach students to write with focus and clarity, significantly raising the quality of our students' writing. Writing is assessed with rubrics aligned to the state standards.

RTE's math program offers a rigorous, relevant curriculum that is implemented with fidelity. Math Investigations is the primary venue for instruction but is supplemented as needed to address all Pennsylvania State Standards. The curriculum is a spiral, constructivist approach that enables students to develop a myriad of procedures to solve problems. Woven throughout the curriculum and across grade-levels are the strands of conceptual foundation and skills: number sense; numbers and operations; problem solving; data and probability; geometry and measurement; and algebra.

Our social studies curriculum provides students with a foundation to understand community, national and global issues that relate to good citizenry. Students learn about important historical figures, symbols and events. Textbooks and technology, including interactive Smart Board activities, are used to deliver this curriculum in grades K-5. We have building-wide Constitution Day activities as well as a Geography Bee for students in grades 3-5.

Our science instruction focuses on inquiry-based learning through "hands-on/minds-on" strategies in grades K through 5. Most grade level curriculum consist of four units of study that are designed to provide all students with stimulating experiences in the life, earth, and physical sciences while simultaneously developing their critical-thinking and problem-solving skills.

Music and art are indispensable here at RTE as we strive to be child-centered. Grades 1-5 attend these classes every 4th day in a 12-day block schedule. Our music program consists of singing as well as music theory, history, and appreciation. We are proud of the fact that our district provides instrumental lessons to interested students in grades 3-5, at no cost, during the school day. RTE has a fourth and fifth grade chorus, a select choir, and hand-chime choir. Our district also has an elementary band and a string orchestra. Students have the privilege of performing at multiple community concerts, events and parades

throughout the year. Visual arts students regularly exhibit art works in local and regional exhibitions. Township restaurants and retirement communities solicit our students' art work for display. RTE's students have been recognized in Harrisburg, PA for achievement in the Youth Art Month Flag Contest.

Our physical education program provides opportunities for our students to be physically active and to develop positive, life-long healthy habits. RTE's facilities include a gymnasium and football field. Our physical education curriculum is aligned with adopted reading and math anchors by integrating physical activities with academic content. Focused attention is given to speaking and listening skills, following directions within the framework of cooperative learning, as well as physical skill development. Field Day and the American Heart Association's Jump Rope for Heart are two school traditions that our children participate in each year. Our district's healthy initiatives and health curriculum support students' decision-making with regards to their diet, exercise, safety, and overall well-being.

2. Reading/English:

The primary goal of our language arts program at RTE is to help create lifelong readers and writers. Our students learn to read and write skillfully, thoughtfully, and enthusiastically.

Our comprehensive reading program allows our faculty to provide multi-sensory differentiated instruction that meets the diverse needs of our student learners. Guided reading is the bedrock of this program, and so differentiation occurs naturally as students meet daily in changing groups during their language arts block. Our library hosts a leveled book room that provides multiple copies of books for classrooms and specialists alike. Teachers incorporate literacy best practices such as whole-group mini-lessons, flexible guided reading groups, individual reading and writing conferences, and reading response journals.

The use of assessment data informs instruction; teachers carefully align lessons with grade- and above-grade-level Pennsylvania state standards. Through thoughtful data analysis and progress monitoring, tiered interventions encourage students to work to their potential. Assessments such as PSSA, MAP, DIBELS and DRA, as well as teacher observation, give detailed information that provides the framework for our differentiation.

Our students' educational needs are reviewed collaboratively by the principal, classroom teacher, reading specialist and IST teacher at data conferences. The team designs a schedule that provides focused instruction given in the areas most needed. We have found the push-in model to work effectively. Our reading specialist, special area teachers, building substitutes, trained support staff, and parent and senior citizen volunteers work daily to help to meet the needs of these students. Programs such as The Wilson Reading System, Six Minute Solutions, and Read Naturally provide consistent, daily interventions for struggling readers that reinforce critical decoding and fluency skills.

Our extensive curriculum includes the Houghton Mifflin Reading Series, Project Read, 100 Book Challenge, Words Their Way, leveled classroom libraries, the Lucy Calkins Units of Study for Reading and Writing, and Handwriting Without Tears. Technology is an integral component of our literacy curriculum, as evidenced by the extensive use of interactive Smart Board lessons and our Virtual K-2 enrichment program that parents can access at home. Professional development workshops provide opportunities for teachers to master best practices and collaborate with colleagues. A literacy coach and educational consultants are available to meet with classroom teachers to support district initiatives in all areas of language arts. This in turn enriches the support given to each student, as teachers are scaffolded in their own professional development.

3. Mathematics:

Our research-based mathematics program, Pearson Education's Investigations, was developed with support from the National Science Foundation. Students – boys and girls, and learners of diverse cultural, ethnic and language groups – explore mathematics using manipulatives and sound reasoning as they

develop various strategies to solve problems. On each classroom's Smart Board, our students engage in interactive lessons and often share with their classmates, alternate ways to arrive at exact answers. They are supported in making sense of mathematics and learning to be higher-level thinkers. During large and small group inquiry-based instruction, our teachers address a range of learners' needs by supporting, developing, and expanding their ideas. Students develop a strong conceptual foundation and skills as they engage in an organized framework of mathematical activities and contexts that build on each other.

Computational fluency with whole numbers is a focus of Investigations. Fundamental for rapid computation, students master basic math facts by engaging daily in a self-paced, oral math facts fluency program, Tools for Success.

Our teachers make informed curricular decisions and identify individual student's strengths and needs using multiple data points such as the Investigations' inventory and unit assessments, the PSSA, and MAP. At-risk students' specific needs are targeted through the review of their data results on each of the aforesaid assessments. A diagnostic-to-prescriptive action plan of tiered intervention is instituted and monitored. To improve student performance, highly-trained interventionists implement the students' action plans, which typically include the following: push-in classroom support during math instruction, structured math Core Extension periods, PSSA math practice problems, Tools for Success, and before- and after-school tutoring using Compass Learning. Compass Learning, a research-based computerized learning tool, individualizes students' activities based on their mathematics MAP scores. The PA standard-aligned content of the Compass Learning activities includes visual, auditory and interactive modes to learning.

To help maintain students' mathematics skills during the summer, a Summer Math Journal created by the district, is supplied to students in June. During July and August, students solve one Investigations review problem from their completed grade level on a daily "math calendar." In September, when students submit their completed journals, students' efforts are recognized at a school-wide Awards Assembly. Each participant's name is printed on a book plate on the inside cover of a math book given to each classroom from the RTES's parent teacher group.

4. Additional Curriculum Area:

A testament to our commitment to science instruction, our students have scored 100% Proficient or Advanced in each of the past two years that the Science PSSA has been implemented. Through the use of STC (Science and Technology for Children) and FOSS (Full Option Science System), we provide an innovative hands-on science curriculum for our students. Each unit provides children with the opportunity to learn age-appropriate concepts and skills and to acquire scientific attitudes and habits of mind. In the primary grades, children begin their study of science by observing, measuring and investigating properties. Then they progress through experiences that include and culminate with a controlled experiment for our fifth grade science fair.

At Rose Tree Elementary, all of our science teachers work through the same learning cycle to provide continuity from grade level to grade level for our students. We believe that knowledge is actively constructed by each learner and that our children learn science best in a hands-on experimental environment where they can make their own discoveries. Here at RTE we are fortunate to have our own fully-equipped science lab. To facilitate meaningful connections for all students, the lab is supplied with the materials and instruments needed for each unit, such as state-of-the-art equipment and technology, including scales, microscopes and models. In all grades, each science lesson encompasses the format of Focus, Explore, Reflect and Apply. This method gives our students opportunities to develop increased understanding of important scientific concepts and allows our students to apply these ideas in novel situations.

Our science instruction is supported through classroom libraries of non-fiction trade books that incorporate scientific concepts and utilize science language and writing. Some of our scientific results are brought back to the classroom, integrating science with math, incorporating graphing data and using

various measurement tools.

Innovative partnerships with community organizations allow students to deepen and broaden their scientific knowledge and make connections to the real world. Collaboration between the Tyler Arboretum and our fourth graders emphasizes ecological issues in our local environment.

Third graders engage in Project Astro, connecting students with professional and amateur astronomers. A visit to Lankenau Hospital enhances our studies of the human body while the Seed to Snack program helps our students learn about the origins of their food and exposes them to food grown seasonally and locally.

5. Instructional Methods:

The staff at Rose Tree Elementary School is committed to students' achieving one year's growth over the course of an academic year. A visitor to any of our classrooms will see differentiation occurring through individualized lessons and flexible grouping. This process of customized learning begins with data conferences, in which students are identified if they need remediation, enrichment, or additional services. Classroom teachers, specialists, and paraprofessionals then alter instruction to meet the students' needs. In the case of struggling learners, scaffolded, coordinated instruction is delivered in homogeneous small groups at students' instructional levels. Students are instructed in the same fundamental skills as their grade-level peers, but receive additional instructional time, explicit and direct instruction, teacher-modeling and directed guided practice. Gradually, the release of responsibility moves from teacher to student. Students' progress is more frequently monitored and, based on the students' assessments, instructional strategies are altered as necessary.

Through data collection and the IEP process, students identified as requiring Special Education receive instruction through a combination of push-in and pull-out models. Learning support teachers pre-assess students' needs and use centers and tiered assignments based on the students' levels of instruction. The students use the same curricular and interventional programs as their grade-level peers, as well as anchor activities to address learning styles, provide for student choice, and extend learning.

The needs of our gifted students are met in two ways. The first is through differentiation in the classroom. Classroom teachers provide accelerated and advanced curriculum to meet students' needs, as well as using flexible grouping and compacting. Gifted students' also participate in a pull-out enrichment program in which students explore an array of subject areas utilizing higher-level skills, as reflected in Bloom's Taxonomy. Students incorporate complex technology skills and pursue activities that challenge them to apply their individual strengths while improving their weaknesses in a consequence-free environment.

Our English Language Learners also receive differentiated instruction both in the classroom and through pull-out services. Areas of focus include phonemic awareness, the pre-teaching of academic vocabulary, direct teaching of words with multiple meanings and of cognates, and multiple opportunities to hear and use new vocabulary. Leveled nonfiction books are used for teaching new concepts. To insure the success of ELL students, greater context is supplied through whole-to-part progression and multiple media such as pictures, videos that show processes in detail, graphics, sketches and graphic organizers.

6. Professional Development:

Rose Tree provides many professional development opportunities throughout the school year and the summer. Faculty and staff acquire knowledge and experience with research-based instructional strategies, best practices and interventions. Teachers share these best practices and new ideas at our biweekly faculty meetings, and engage in peer coaching for successful strategies.

Our teachers have on-going opportunities for collaboration among and across grade levels, special areas and with special education staff. Through district-sponsored In-Service days and a district flex program in which teachers choose from a catalog of professional development opportunities, staff members analyze their needs as educators and select the professional development activities most beneficial to their professional growth. New teachers participate in workshops and training through our comprehensive, three-year induction program. Tenured faculty members have annual supervisory options in which they choose a specific area of interest to investigate and develop further within their curricular areas. Our district's week-long E-Tools Academy provides instruction in the changing applications of educational technology, such as the use of Smart Boards, wikis, blogs, and other web-based tools for learning. In addition, our faculty has the opportunity to participate in regular curriculum development workshops, professional conferences, continuing professional education courses taken for credit, and other programs sponsored by the Pennsylvania Department of Education, Intermediate Units, post-secondary partners, private professional organizations and community partners.

We are fortunate to have access to many supports, including peer coaches and outside consultants in the areas of literacy and behavioral health. Additionally, our district hosts lab classrooms for literacy development so teachers can observe their colleagues as they implement new programs and techniques in authentic classroom settings. At Rose Tree Elementary professional development is always directly connected to an identified need. For example, prior to 2006 our DIBELS data revealed an increasing number of students struggling in the areas of reading fluency, decoding and spelling. Our district contracted with a literacy specialist who brought us effective, research-based programs and strategies with which to remediate struggling students. Through the ensuing years of professional development, the responsibility for implementing these programs has been gradually released to the Literacy Coach, Reading Specialist, and Instructional Support Teacher, and from them to the classroom teachers. We are firm believers that the "one and done" method is not effective; professional development needs to be supported, rigorous and on-going.

7. School Leadership:

Rose Tree Elementary achieves success because of a collaborative approach to leadership based upon the shared belief that three elements, relationships, processes and results, are of equal importance to ensure success. First and foremost, all decisions are based upon data that supports improved student achievement with high expectations for all. The principal serves as the instructional leader and is intimately aware of each child's data, strengths and needs because of a systematic approach involving careful analysis of a variety of data, being a part of all individual plans for every student within the school, and cultivating a personal relationship with all students.

Staff members are empowered and willingly share ideas and strategies, explore new learning, keep informed of the latest in research and incorporate innovative ideas to maximize student achievement. All staff are involved in guiding and supporting children as they work to achieve individual goals; however, the principal has the ultimate responsibility to ensure the effectiveness of instruction within a safe and nurturing environment. In her role as instructional leader, the principal capitalizes on each staff member's strengths, expertise and experiences. Through strategic use of budgetary funds, resources, materials, support personnel and instructional interventions and preventions, student achievement is supported and continuously improves.

Curriculum council, grade level teams and flexible, professional learning groups share leadership. Our student support team takes the lead in facilitating appropriate supports for our at-risk population. Just as we progress monitor our students' achievement, we monitor our instruction for effectiveness through a variety of means, including data analysis, monitoring of instruction and learning by the principal who strives to visit classrooms on a daily basis, and teacher reflections on their instruction. In addition, our student council provides students with leadership opportunities. Parents share in leadership responsibilities through the Parent Advisory Board, giving suggestions and parental perspectives on issues of school policies and procedures.

The principal models our commitment to a pro-social environment through daily interactions with students, parents and staff alike. She writes letters to each family throughout the year to praise their child's achievements. On every progress report she writes comments that are tailored to the individual student. The principal prioritizes her activities, with a goal of spending at least 70% of the school day on "priority one" activities that directly impact student achievement. This hands-on approach benefits our students and staff alike.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	100	98	95	88	93
Advanced	71	60	64	37	80
Number of students tested	55	60	55	75	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	95	96	89	91
Advanced	51	48	49	31	53
Number of students tested	55	60	55	54	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	100	91	97	85
Advanced	72	83	67	78	56
Number of students tested	57	46	55	62	62
Percent of total students tested	100	98	96	98	100
Number of students alternatively assessed	0	1	2	1	0
Percent of students alternatively assessed	0	2	4	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced			83		50
Advanced			50		19
Number of students tested			12		16
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES: Only in two years, 2006 and 2008, did our special education population meet the number for the reporting criteria.					

11PA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	96	96	92	76
Advanced	61	74	49	66	40
Number of students tested	57	46	55	62	62
Percent of total students tested	100	98	96	98	100
Number of students alternatively assessed	0	1	2	1	0
Percent of students alternatively assessed	0	2	4	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced			83		38
Advanced			50		6
Number of students tested			12		16
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES: Only in two years, 2006 and 2008, did our special education population meet the number for the reporting criteria.					

11PA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	92	89	95	85	77
Advanced	82	69	82	62	44
Number of students tested	49	55	61	61	43
Percent of total students tested	96	96	98	100	98
Number of students alternatively assessed	1	2	1	0	1
Percent of students alternatively assessed	2	4	2	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced				54	
Advanced				15	
Number of students tested				13	
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES: In 2010, one student was excused from testing based on religious reasons. Only in 2007, did our special education population meet the number for the reporting criteria.					

11PA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: 2010

Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Advanced and Proficient	98	82	92	81	81
Advanced	61	29	46	34	30
Number of students tested	49	55	61	58	43
Percent of total students tested	96	96	98	100	98
Number of students alternatively assessed	1	2	1	0	1
Percent of students alternatively assessed	2	4	2	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced and Proficient					
Advanced					
Number of students tested					
2. African American Students					
Advanced and Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced and Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Advanced and Proficient				54	
Advanced				8	
Number of students tested				13	
5. English Language Learner Students					
Advanced and Proficient					
Advanced					
Number of students tested					
6.					
Advanced and Proficient					
Advanced					
Number of students tested					
NOTES: In 2010, one student was excused from testing based on religious reasons. Only in 2007, did our special education population meet the number for the reporting criteria.					

11PA5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	96	96	94	90	85
Advanced	75	71	71	58	60
Number of students tested	161	161	171	174	150
Percent of total students tested	98	98	98	99	99
Number of students alternatively assessed	1	3	3	1	1
Percent of students alternatively assessed	1	2	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	91	92	82		75
Advanced	64	62	64		8
Number of students tested	11	13	11		12
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced	82	95	74	63	47
Advanced	53	55	41	26	25
Number of students tested	17	22	27	27	28
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES: In 2010, one student was excused from testing based on religious purposes.					

11PA5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	97	91	95	88	82
Advanced	58	45	48	49	40
Number of students tested	161	161	171	174	150
Percent of total students tested	98	98	98	99	99
Number of students alternatively assessed	1	3	3	1	1
Percent of students alternatively assessed	1	2	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	82	100	91		58
Advanced	36	38	18		8
Number of students tested	11	13	11		12
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient and Advanced	88	73	70	59	46
Advanced	29	32	37	22	7
Number of students tested	17	22	27	27	28
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested					
6.					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES: In 2010, one student was excused from testing based on religious purposes.					

11PA5